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GUIDELINES ON INTERPRETING FOR
DEAF-BLIND PERSONS

GUIDELINES

on Interpreting for Deaf-Blind Persons

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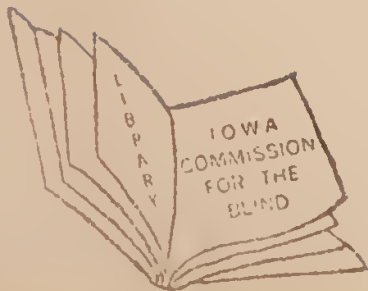
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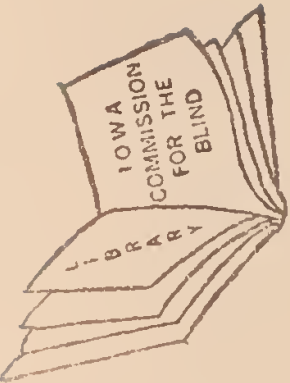
Gary Van Dain
P.O. Box 8232
Cedar Rapids, Ia 52408

JUN 18 1982



GUIDELINES

on Interpreting for Deaf-Blind Persons



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ACKNOWLEDGEMENTS

We wish to acknowledge the extensive work done by Ms. Amanda Patton, formerly Public Service Officer with Public Service Programs, in preparing the original draft of this publication.

Loraine J. DiPietro
Editor

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PREFACE

Prior to the development of this publication, I had thought often about Helen Keller's statement, "The deaf-blind are the loneliest people in the world." I agree with this since deaf-blind individuals are cut off from the sounds and sights that surround them in their daily lives. Those who travel--even the shortest distances--cannot know what they are passing. After thinking about this, I would then consider Helen Keller, Dr. Robert Smithdas, and Dr. Richard Kinney and the many contributions these deaf-blind persons have made in their personal and professional lives. I think the key is that each of them has had interpreters.

The service provided by an interpreter is important in the life of a deaf-blind person. And today more interpreters are needed to serve deaf-blind persons. This publication will introduce interpreters to the possibility of serving deaf-blind persons and will heighten their awareness of special considerations in interpreting for them. "Guidelines on Interpreting for Deaf-Blind Persons" provides descriptions and illustrations of the various methods of communication used by deaf-blind persons.

It is hoped that these guidelines will provide an incentive to interpreters to develop their skills in interpreting for deaf-blind

persons. Without interpreting services, deaf-blind individuals cannot achieve their goals of participation in educational, social, recreational, cultural, and vocational activities.

These guidelines are meant to be helpful to interpreters. But, I suspect they will also be helpful to deaf-blind persons as they take unique opportunities to bridge the gap between themselves and the world.

Arthur A. Roehrig
Special Assistant for Deaf-
Blind Programs
Public Service Programs
Gallaudet College

INTRODUCTION

These guidelines on interpreting for deaf-blind persons are the direct result of the D. C. Deaf-Blind Consumer Workshop held at Gallaudet College on April 22 and 23, 1976. Co-sponsored by Public Service Programs, Gallaudet College, and the National Interpreter Training Consortium at Gallaudet, this two-day workshop focused on:

- 1) the needs of deaf-blind persons in communication, recreation, vocation, and advocacy; and
- 2) interpreting for deaf-blind individuals.

Those interpreters who provided interpreting services for the deaf-blind consumers on April 22 were reassembled on April 23 to discuss their interpreting experiences and to consider the training needs and background for potential interpreters for the deaf-blind. As a result of those discussions, these guidelines were developed.

For the thirteen deaf-blind consumers in the workshop, thirty interpreters were available. This large corps of interpreters was made up of members of the local chapter of the Registry of Interpreters for the Deaf, as well as numerous Gallaudet students who volunteered their services as interpreters for deaf-blind consumers participating in the program. The deaf interpreters watched the on-stage interpreter and conveyed the information to the deaf-blind participants on a one-to-one basis.

These guidelines are meant to provide an introduction to modes of communication used by deaf-blind adults and to considerations necessary to effect the most comfortable interpreting situation for the consumer and the interpreter.

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WHAT IS DEAF-BLINDNESS?

Deaf-blindness is a double disability which is characterized by the loss of sight and the loss of hearing. The impact of this disability is focused less on the combined sensory losses than it is on the unique problems of communication and isolation which result from them.

The exact number of significantly deaf-blind persons in the United States is unknown and even estimates may vary greatly. The figure is commonly given as 21,000. Such an estimate barely hints at the enormity of the problem, since people retaining some usable residual vision or usable residual hearing are not included in current statistics, although their needs are similar to the needs of those persons who may be legally deaf and blind.

The problem of definition further complicates the matter. By definition, "legal blindness" occurs when a person can see no more at a distance of twenty feet than someone with normal sight can see at a distance of 200 feet. All definitions of blindness refer to how well a person can see with the best corrective lenses. While deafness is defined as an inability to hear and understand speech, many deaf persons are described as hard-of-hearing because they can use hearing aids. Such definitions do not take into consideration the wide range of individual differences which are discernible among deaf-blind persons and which an interpreter will encounter in any interpreting assignment involving deaf-blind persons.

Among the common variables which will influence the successful execution of the interpreting assignment are the age at onset of the disabilities, the level of language skills, the educational experiences, the preferred mode(s) of communication, and the degree of social isolation with which the deaf-blind person copes daily.

Each deaf-blind person sustains a hearing impairment and a vision impairment. The degree of severity of the separate impairments varies from individual to individual. Some individuals can rely on their residual vision and residual hearing. With profound impairments in both sense modalities, however, the deaf-blind person must develop alternative modes for contact with other persons and the external environment. In some cases, one of the impairments may be more severe than the other: a deaf person with some usable residual vision functions differently from a blind person who has some usable residual hearing.

Many deaf-blind persons are in transition stages, adjusting to a second disability acquired long after the first. For those deaf-blind persons who functioned as deaf persons for most of their lives, sign language and fingerspelling may have been the prime mode of communication. Since sign language requires visual reception, the now-blinded deaf person must refine this mode receptively or learn a new mode of communication which will take into consideration the loss of vision. Other deaf-blind individuals, having spent most of their lives as blind persons, may be skilled in Braille. This skill will be useful even with the additional disability of deafness. However, accommodation of a hearing impairment for these persons means relinquishing the spoken word as the prime vehicle in receptive communication. Still able to express themselves in speech, these

persons are now no longer able to hear, and thus must learn a suitable alternative mode of communication for reception of information. Still other individuals are born deaf-blind and have learned specific methods of communication which take both disabilities into account from the outset.

Other persons are in a stage of progressive blindness or deafness. The prognosis for these individuals is eventual total blindness or deafness. For those in this stage, however, there is time to learn new communication modes which will enable them to deal with the second disability as it progresses.

The interpreter must keep in mind that each deaf-blind person is a unique individual whose needs, preferences, and skills are quite different from those of other deaf-blind persons. This concept of individuality acquires special importance for the interpreter working with a deaf-blind client. Interpreting for deaf-blind persons, occurring most frequently on a one-to-one basis, qualifies as the most personal form of interpreting.* Thus, it requires more refined

* It is possible to interpret for a small group of deaf-blind people. This is feasible when the individuals have the same levels of visual and auditory function. For example, a small group of deaf people with retinitis pigmentosa, if they can use residual vision to perceive signs, will usually be able to read signs presented at a proper range and with the proper lighting.

adjustments to the level of communication required by the consumer than usual interpreting assignments. In addition, interpreting for deaf-blind persons requires familiarity with tactile communication modalities, sensitivity to the particular communication and language skills of the individual, adaptability, and flexibility.

Not only must the interpreter be able to quickly recognize and assess the needs of the deaf-blind person in a specific interpreting situation, he must also be prepared for the unique challenges and special responsibilities involved in interpreting for deaf-blind persons. This booklet will explore various communication modes and suggest some considerations for interpreters who are new to interpreting for deaf-blind people.

MEETING THE DEAF-BLIND PERSON

Determining the preferred mode of communication is the first step in interpreting for deaf-blind persons. A meeting prior to the actual interpreting assignment is one way to determine this preference. A short meeting will accomplish several things. It will enable the interpreter and deaf-blind person:

- 1) to agree on the mode or modes of communication;
- 2) to become acquainted with each other if they are meeting for the first time, or to renew their acquaintance and refresh their memories about comfortable inter-communication;
- 3) to become familiar with the conversational interaction they may develop and thus be able to relax while getting used to a new "style";
- 4) to determine whether the message will be rendered verbatim or in condensed form, or a compromise between these ranges;
- 5) to review the actual room situation and set up a comfortable seating arrangement;
- 6) to agree upon codes for rest breaks.

So many things occur during meetings, it is unfair to assume that what the interpreter chooses to convey incidentally to the client is information that the deaf-blind person wants. During this first encounter the interpreter might ask the deaf-blind client what incidental information will be useful. Besides what is being spoken about, what other things in the room does the client like to know about?

Two interpreters are recommended by the Registry of Interpreters for the Deaf for lengthy interpreting assignments. One-to-one interpreting for deaf-blind persons is no exception. Interpreters may want to spell each other at twenty-minute intervals. In the event that two interpreters are secured to interpret for the deaf-blind person, both must be present at the pre-interpreting meeting, so that communication can be established among all the parties and codes are mutually understandable.

The deaf-blind person may be familiar with several modes of communication. This is advantageous to both the deaf-blind person and the interpreter, since an extraneous element like poor lighting might necessitate changing the mode of communication. Of course, this presupposes that the interpreter can change the mode of communication at will. During their first encounter, the deaf-blind person and the interpreter should be able to determine which modes of communication are usable and which of these are most appropriate in the particular interpreting situation.

All too often, such initial encounters take place in the moments prior to the actual interpreting assignment. If convenient, it is preferable for the interpreter to meet the client a few days in advance, or to otherwise secure information regarding the particular mode of communication required, to determine whether or not communication modes are shared. In the event that the interpreter is not familiar with the deaf-blind person's preferred mode of communication, there is time to locate an interpreter who has this particular skill.

Selecting a suitable interpreter may be difficult at first. It is recommended that each

interpreter with experience in interpreting for deaf-blind persons develop a list of other interpreters with similar experience, noting their particular skills in tactile communication. Such a list is helpful when an interpreter must find a replacement with comparable skills.

At this time there are a very small number of interpreters who, in fact, do have experience in interpreting for deaf-blind persons. The lack of prior experience in interpreting for deaf-blind people should not result in depriving deaf-blind citizens from interpreting services. An otherwise competent interpreter for deaf people, accustomed to adapting to varied situations, should be encouraged to accept assignments requiring interpreting for deaf-blind persons.

Where a central office serving deaf persons or a local chapter of R.I.D. is responsible for the selection of interpreters for different assignments, a list of interpreters with some experience in deaf-blind interpreting should be maintained by that office.

THE INTERPRETING ASSIGNMENT

Where will the interpreting assignment take place? In the home of the deaf-blind person? In an office setting for a job interview? At a group meeting or social function? At church? The answer is important because the responsibility of the interpreter will vary considerably depending on the setting.

Interpreting outside the deaf-blind person's home injects certain considerations:

- 1) MOBILITY -- What are the mobility requirements of the deaf-blind person and how will they affect the interpreter? What is the room arrangement? Are there any architectural barriers which might be hazardous to the deaf-blind person? Does the deaf-blind person use a wheelchair, a cane or seeing-eye dog? Will the interpreter be responsible for assisting the deaf-blind person with mobility needs, including transportation?
- 2) LENGTH OF THE INTERPRETING ASSIGNMENT -- In the one-to-one setting how long will the interpreter work at a stretch? The ideal arrangement is provision of two interpreters, permitting them to spell each other at twenty-minute intervals. The deaf-blind client may also become tired and want a rest break.
- 3) FAMILIARIZING THE CLIENT WITH THE ROOM AND SURROUNDINGS -- Remember that the deaf-blind person is unaware of the room and its occupants until you describe them.

It is important to provide this information prior to the interpreting assignment.

- 4) SPECIAL NEEDS -- Food needs, medication requirements, restroom facilities, seating arrangements are priority items for consideration in interpreting for deaf-blind persons. The interpreter may be responsible for guiding the deaf-blind person to the restroom, taking care of his food needs, occasionally assuring that the client has access to medication. If the interpreter and deaf-blind client are of different sexes, arrangements must be made to have someone guide the deaf-blind person to the restroom.
- 5) CODES -- The interpreter and deaf-blind person should agree on ways to handle these aforementioned situations. They can then establish codes to identify them:
 - a) restroom breaks;
 - b) coffee breaks;
 - c) exercise breaks;
 - d) meal breaks.
- 6) SEATING ARRANGEMENTS -- The question of seating has been raised throughout this booklet. It has considerable importance since the efficiency of interpreting -- both sending and receiving -- can be minimized if the interpreter and deaf-blind consumer are hampered by inappropriate seats. A chair with armrests may make interpreting by fingerspelling com-

fortable over a long period of time, whereas a chair without armrests may tire both the interpreter and consumer in a short while.

- 7) CLOTHING -- The choice of dress is important in all interpreting situations and this is no exception. If your client is relying on residual vision and sign interpreting, be especially careful to provide contrast between clothing and skin color. Dark clothes provide ample contrast for light skin; light clothes are recommended for dark-skinned interpreters. Gloves may be used to enhance color contrast. In addition, lighting can be modified to enhance the color background provided by the interpreter's clothing.
- 8) LIGHTING -- For those deaf-blind individuals who are relying on some residual vision for communication, proper lighting can be critical. In such situations, the client can make suggestions regarding lighting and arrangement of seats to make the best of the available light. Client preferences should always be considered and the deaf-blind person should be asked for suggestions. For example, some deaf-blind persons prefer fluorescent lights; others prefer incandescent lights. It is not always possible to control these factors, but if there is time to arrange for lighting prior to a meeting, and resources and equipment are available to provide for a lighting set-up, the client should be involved in the preparations.

9) PARTICIPATION -- With the aid of the interpreter, the deaf-blind client will be able to offer comments to others involved in a meeting. Raising the hand is an accepted signal of the desire to speak or to ask a question in large meetings. For smaller meetings, some other signal may be more appropriate, and often is simply a matter of taking the initiative and speaking. It is important to establish how the deaf-blind client will participate in discussion by choosing a signal appropriate to the specific setting and by determining who shall make the signal, the client or the interpreter. Some deaf-blind clients initiate their own participation; others ask the interpreter to signal and say, "Mr. (or Ms.) _____ wishes to ask a question."

10) SOCIAL SITUATIONS -- At meetings, free time during lunch and coffee breaks becomes important for sharing information and discussing points raised by the speakers. The deaf-blind person may wish to participate in these social encounters. Thus, the interpreter may be asked to interpret table conversation and group chatter. The client may specify a verbatim or condensed rendition. Or, the deaf-blind person may opt for a break from the meeting and may spend these moments without using interpreter services. Because the deaf-blind person may not know that interpreting services can be provided throughout the social breaks of a meeting, it is necessary for the

interpreter to raise this point.

From the foregoing discussion it becomes obvious that interpreting for a deaf-blind client entails additional responsibilities, reinforcing the need for a second interpreter. During social breaks of meetings where deaf persons are part of the audience, it would be beneficial for the interpreter to introduce the deaf-blind client to these deaf persons for purposes of social contact, to provide relief for the interpreter, and to assist deaf people in learning to communicate with deaf-blind persons they may meet in other situations.

11) PERSONAL HYGIENE -- A delicate point raised by deaf-blind persons requires discussion here. Due to the proximity in one-to-one interpreting of this type, the interpreter might want to give the matter of personal hygiene additional consideration. Strong scents (perfume, aftershave) and odors (among them smoke, perspiration) may distract the deaf-blind person and cause discomfort. In addition, the interpreter might want to apply hand lotion during breaks, since dry, chapped hands in tactile communication may also be distracting to the client.

Obviously, this is a mutually-shared problem. Some deaf-blind persons, because they use only one hand in receptive communication, may wish to smoke during the interpreting process. This and other personal hygiene matters should be discussed if they present problems.

METHODS OF COMMUNICATION

The modes of communication for deaf-blind persons are primarily oriented to touch and thus, most of the methods described below stress tactile modalities. A few suggest the use of residual hearing or vision wherever applicable. The interpreter should be aware of the various methods of communication with deaf-blind persons, and be fluent in one or two that are commonly used by the majority of deaf-blind persons living in a specific locality. Starting from this base, the interpreter can later develop a working knowledge of the less common modes.

Any of these methods may be combined, as appropriate, for use with specific deaf-blind persons, the speed of transmission being adjusted to a level comfortable for the individual.

Those persons who are working with deaf or blind clients will recognize some of the methods of communication described here. Some of the other methods will be totally unfamiliar. Because there are many modes to be considered, they have been separated for presentation into two general groups: those using some form of alphabet code as the medium of presentation, and those using residual hearing and vision, or tactile adaptations of lipreading and sign language.

ALPHABETS:

An alphabet is a code through which spoken language is presented in a visual form. Generally, alphabets are written or printed. They may, however, appear in other forms, such as the raised dot configurations of Braille, or the hand configurations of the manual alphabet used by deaf persons. Still other alphabets have been devised which use specified points and movements corresponding with letters of the alphabet. Alphabets which were devised or adopted for communicating with deaf-blind persons are described below.

AMERICAN (ONE-HAND) MANUAL ALPHABET:

Using the 26 handshapes of the American manual alphabet, the interpreter spells the message letter-by-letter into the hand of the deaf-blind person. The deaf-blind person's hand lightly covers the hand of the interpreter. As the interpreter spells, the deaf-blind person feels the change in the hand shape as each letter is formed. As the interpreter spells, the deaf-blind person feels the change in the hand shape as each letter is formed.

Considerable allowance can be made with this method for personal preferences as to:

- * hand position;
- * the angle at which the letters are formed;
- * the tightness of the letters;
- * seating arrangement.



Figure 1



It is not unusual for deaf-blind persons and interpreters to use the American Manual Alphabet to communicate while walking. The flexibility which this method allows in positioning and hand angles accounts for its adaptability in such different situations.



Seating arrangements can be changed to suit the deaf-blind person's preference. Compare the hand positions in this illustration of the use of the American Manual Alphabet with the hand positions depicted on the preceding page.

BRITISH (TWO-HAND) ALPHABET:

While the one-hand manual alphabet is most popular in the United States, the two-hand alphabet is used widely in Great Britain and other English-speaking countries. This mode of communication is included here since there are some American deaf-blind persons who prefer using the two-hand alphabet.

Adapted for use in communicating with deaf-blind persons, the two-hand alphabet remains unchanged in essential form. The difference is in execution of the alphabet. In this case, the deaf-blind person provides one hand (the stationary hand) and the interpreter "completes" each letter by touching the appropriate configuration to the specified location on the deaf-blind person's open hand.

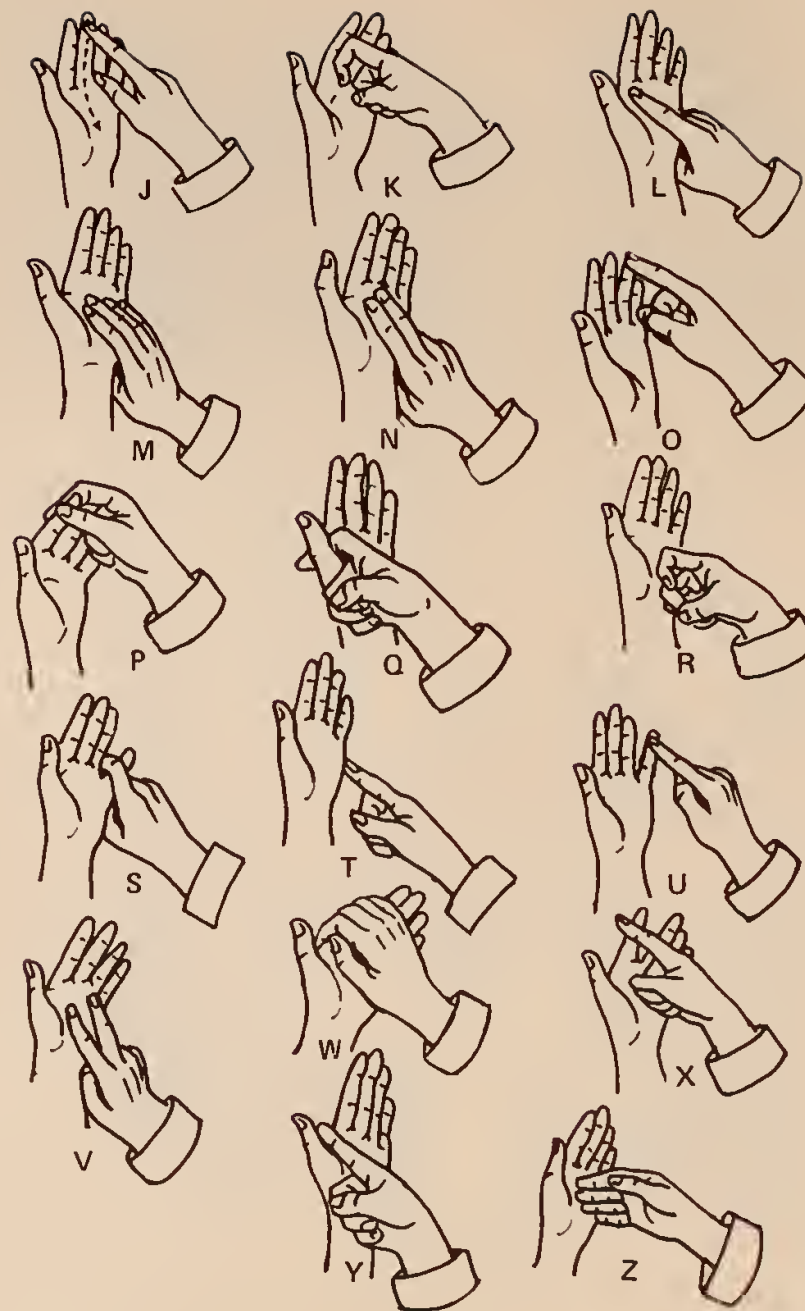
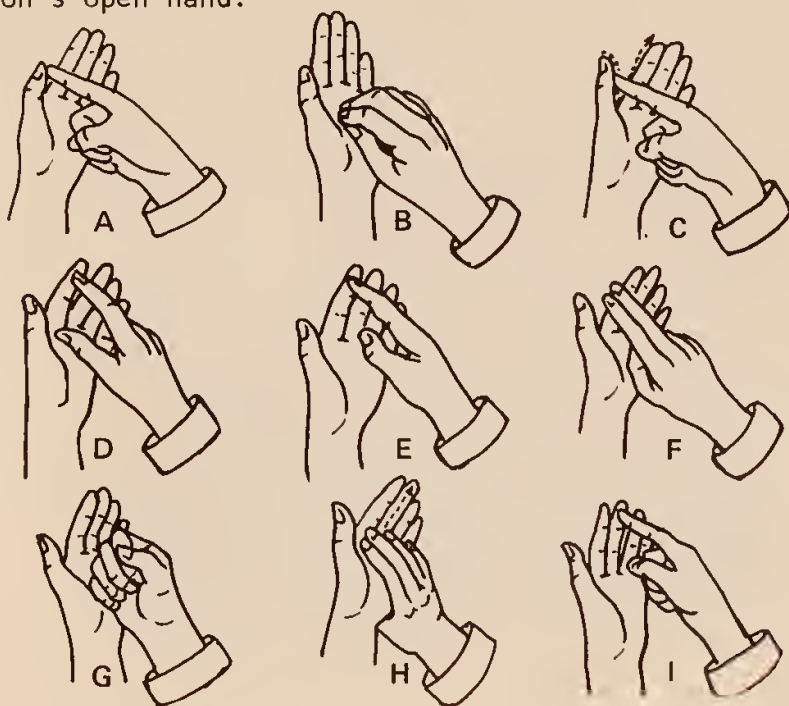
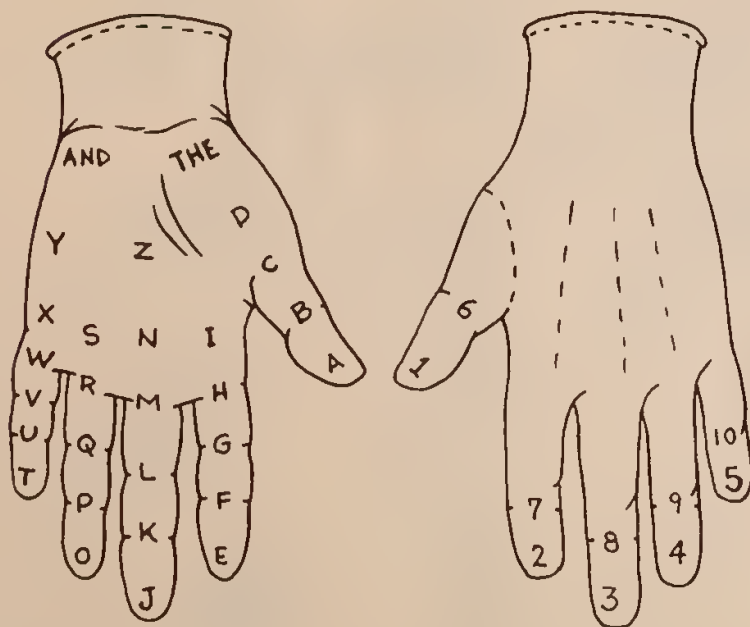


Figure 2

ALPHABET GLOVE:

The alphabet glove is a thin white cotton glove on which letters of the alphabet are printed in indelible ink. The glove is worn by the deaf-blind person who has memorized the location of each of the letters. The interpreter spells out words by touching the letters. After the interpreter has memorized the positions of the letters, it is possible to use this method without a glove. The letters are printed on the palm side of the gloves; numbers appear on the back of the hand.



The gloves in this illustration are positioned to indicate the way in which the interpreter sees them. It is possible after the positions have been memorized to sit parallel to the deaf-blind person, facing in the same direction, and to proceed to touch the locations "upside-down."

Figure 3

THE LORM ALPHABET:

Despite its long popularity as a communication mode for deaf-blind persons in Germany, Austria, and Holland, a description and illustrations of the Lorm Alphabet were first published in the United States only twenty-five years ago.

In this system certain specified points on the palm or back of the hand and certain movements correspond with the letters of the alphabet. The interpreter touches the palm or back of the hand according to the client's preference.

Symbols used in the illustration:

Single dot - Touch the spot indicated with the tip of one finger.

Two or more dots - Touch the area shown with the number of fingers indicated.

A single arrow - move the tip of the finger along the place and in the direction of the arrow. Where the arrow appears next to the hand rather than on it, the finger moves along the side of the hand.

Three parallel arrows - The whole flat hand moves along the reader's hand in the direction indicated by the arrows.

Two short arrows pointing toward each other - Squeeze together the tips of the fingers specified.

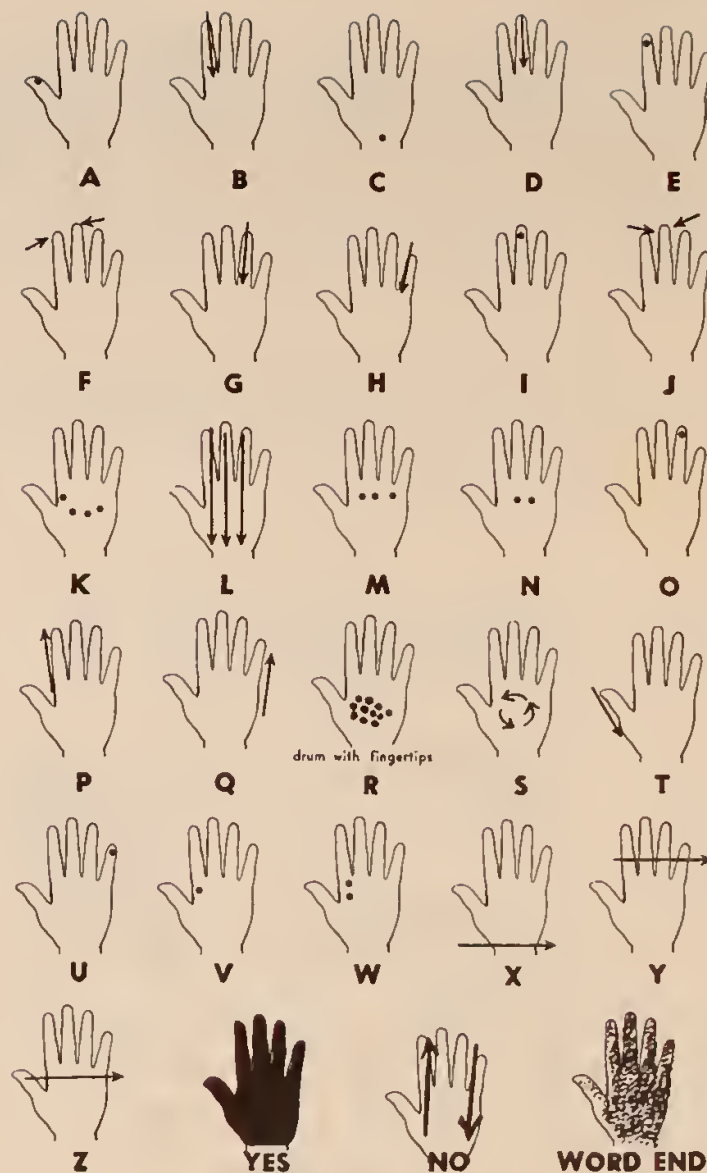


Figure 4

The Lorm Alphabet

BLOCK PRINTING:

Using the standard printed alphabet, the interpreter forms capital letters with the index finger on a specified area of the deaf-blind person's body. The forearm and palm are usually preferred, although the locus of printing can be changed at the deaf-blind person's request. The letters are printed consecutively on the same spot. The stroking pattern has been standardized and is pictured below.

For clarity the interpreter pauses between words and after punctuation signalling the end of each sentence. The speed of printing must be adjusted to accommodate the receptive skills of the deaf-blind individual.



Figure 5



Two preferred locations for printing the letters of the standard "printed" manual alphabet are the palm and the forearm.

BRaille ALPHABET CARD:

The Braille alphabet card is a small sturdy card into which the Braille alphabet letters have been pressed. The printed letter equivalents appear in bold type. Reading the printed symbols, the interpreter takes the index finger of the deaf-blind person and touches it to the corresponding Braille letters to spell out words.

The advantage in using this method is obvious: the interpreter and deaf-blind person can communicate without needing any special preparation. Of course, the deaf-blind client must be fluent in Braille.

ALPHABET AND NUMBERS

1	2	3	4	5	6	7	8	9	0
a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠗	⠕	⠎	⠚
k	l	m	n	o	p	q	r	s	t
⠅	⠊	⠍	⠏	⠕	⠎	⠑	⠞	⠡	⠞
u	v	w	x	y	z				
⠠	⠡	⠢	⠣	⠤	⠥				

On a Braille alphabet card, the Braille cell is raised above the surface of the card. The cells are represented here by black dots. The large dots represent the raised surface.

Figure 6

BRaille PRINT:

The interpreter must be familiar with the Braille code to use this mode of communication. The index finger "dots" the Braille letter configuration on the palm or forearm of the deaf-blind person.



TELLATOUCH:

The Tellatouch is a small, portable device which resembles a typewriter. Although it has a typewriter keyboard, it does not produce copy on paper. The deaf-blind person gently rests his "reading" finger in a slightly depressed area at the back of the machine, and as the interpreter types the words of the speaker, the corresponding Braille letters rise under the finger of the deaf-blind person. To use this device effectively for communication, the interpreter must have some typing skills and the deaf-blind client must have excellent Braille skills.

The Tellatouch keyboard also features six Brailier keys. An interpreter who knows Braille may prefer to type the Braille rather than use the standard keyboard.

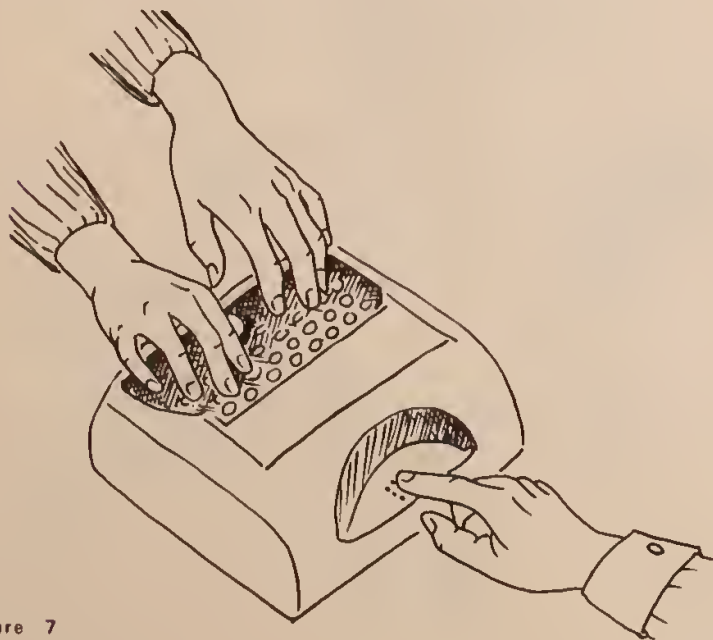


Figure 7

A NOTE ON TWO-HAND ALPHABET SYSTEMS

There are two basic similarities in the execution of the alphabet codes used in the alphabet glove, the Lorm Alphabet, the manual alphabets, and also in Braille and block printing. For each of these systems, two hands are needed -- one receiving, one sending. The deaf-blind person's hand, the receiver, remains stationary while the interpreter's sending hand makes the movements. The alphabet glove, the Lorm Alphabet, and the British manual alphabet specify a location on the receiving hand for each letter. The remaining codes require only that the receiver perceive the different forms of the letters or the pattern of dots.

There are differences between the alphabet glove and the Lorm Alphabet which should be pointed out. The alphabet glove requires the interpreter to use only the index finger in touching the letter locations. Numbers are introduced into the code. In executing the Lorm Alphabet the interpreter uses other fingers in addition to the index finger. The arrangement of the letters and numbers on the alphabet glove is systematic. The Lorm Alphabet, however, requires that the deaf-blind person and the interpreter memorize positions and movements by rote without the initial mnemonic assistance that systematic arrangement provides.

**METHODS USING RESIDUAL HEARING/VISION, OR
TACTILE ADAPTIONS OF LIPREADING AND SIGNS**

AURAL/ORAL COMMUNICATION:

Those deaf-blind persons who can understand speech with the use of amplification devices may choose this method of communication. It is important to know the hearing level of the deaf-blind person when using this method. The interpreter sits close to the client, at a distance which allows the deaf-blind person to make maximum use of amplified residual hearing.

LIPREADING:

Deaf-blind persons with some vision may be able to lipread. Aside from the need for adequate lighting, there are several important considerations when lipreading is the chosen mode of communication:

- 1) the lipreading skill of the individual;
- 2) the level of visual functioning of the individual;
- 3) the receptive speed of the deaf-blind individual;
- 4) the seating arrangement between the interpreter and the deaf-blind person.



ONE-TO-ONE SIGNING:

For the deaf-blind person who has some residual vision, signing may be a comfortable mode of communication, especially if this individual had functioned as a deaf person previously. The interpreter should determine the following:

- * the level of visual function of the individual;
- * the amount of signing space which can be used;
- * the amount of lighting which will be adequate;
- * the form of signing preferred by the deaf-blind person: ASL (American Sign Language), Sign English or some form of manual English.



Seating arrangements can be adapted to suit the client's preferences and needs as well as to suit the setting. Because a deaf-blind client's usable residual vision is limited, the interpreter should be careful not to exaggerate the signs in one-to-one signing. The range of vision of the student in the illustration above is indicated by the dotted lines.

TACTILE ONE-TO-ONE SIGNING:

For some deaf-blind persons, especially those deaf persons who have become blind later in life, one-to-one signing by touch is an effective means of communication. The deaf-blind client and the interpreter face each other, the client's hand resting lightly on or over the interpreter's, or holding the interpreter's wrists lightly. As the interpreter signs, the client follows the motions of the signs tactually.



In classrooms, the writing arms of the chairs make suitable and convenient supports for the arms of the deaf-blind student and the interpreter.

TADOMA METHOD:

A form of lipreading, by touch rather than sight, the Tadoma Method uses oral vibration and movement as the cue systems. The deaf-blind person places his thumb on the interpreter's lip, his palm and remaining four fingers extending over the interpreter's throat. The deaf-blind person perceives the spoken message through these vibro-tactile cues.

WRITING:

Writing on paper is an effective communicative mode for deaf-blind persons who have some usable residual vision. There are variations of writing which may be used, depending on the particular visual level of the deaf-blind person:

- * letter style -- printed, cursive;
- * letter size -- standard, large;
- * writing implement -- magic marker, pen, pencil;
- * paper -- white, manila, colored;
- * sentence modification -- summary or full-length depending on nature of interpreting assignment.



In the execution of the Tadoma Method, some deaf-blind persons use one hand as in the illustration above. Other deaf-blind persons may use both hands, the thumbs placed next to each other on the interpreter's lips, to receive the vibrations. A change in the seating arrangement is necessitated by the use of the two-hand method.

APPENDIX

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The funds for the workshop upon which this document is based were provided in part by a grant to the National Interpreter Training Consortium from the Rehabilitation Services Administration, and by Public Service Programs, Gallaudet College.

Gallaudet College is an Equal Opportunity Employer/Educational Institution. Programs and services offered by Gallaudet College receive substantial financial support from the Department of Health, Education, and Welfare.

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